DOCUMENT RESUME

ED 197 371 CS 206 079

AUTHOR Schillie, Charlene
TITLE Written Communications: Module I--Parts of Speech. Instructor/Student Guide.
INSTITUTION Missouri Univ., Columbia. Instructional Materials Lab.
PUB DATE Jul 80
NOTE 42p.: For related documents see CS 206 080-083.
AVAILABLE FROM Instructional Materials Laboratory, 10 Industrial Education Building, University of Missouri, Columbia, MO 65201 ($3.25 each, $16.25 a set)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Form Classes (Languages): Grammar: Learning Modules: Postsecondary Education: Resource Units: Secondary Education: Teaching Guides: *Units of Study: Writing (Composition): *Writing Instruction: *Writing Skills

ABSTRACT

As one of five modules focusing on writing skills, this module on parts of speech is intended for use in a one-semester course on written communication or as a supplement to other courses where written communication skills are included. Designed for both teacher-directed and individualized learning situations, this module contains learning objectives, notes to the teacher, suggested activities, information sheets, and eight assignment sheets, one for the study of each of the parts of speech. Answers to these assignment sheets are provided, as are a pretest, two posttests, and their answers. (RL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED197371

WRITTEN COMMUNICATIONS
Instructor/Student Guide

MODULE I
Parts of Speech

Charlene Schillie
Graduate Research Assistant
University of Missouri-Columbia

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
Susan K. Hedrick

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Produced by the Instructional Materials Laboratory
10 Industrial Education Building
University of Missouri-Columbia
Columbia, Missouri
Catalog Number BOE-8-I

July, 1980

CS206079

JAN 26 1981

ACKNOWLEDGMENTS

Appreciation is extended to those individuals who contributed their time and talents to the development of this curriculum guide.

For providing special assistance:

Mr. Charles A. Newman, Director
Business and Office Education
Department of Elementary and Secondary Education
Jefferson City, Missouri

Dr. Mary Jane Lang, Professor of Education
Coordinator of Business Education
University of Missouri-Columbia
Columbia, Missouri

For planning and reviewing of the guide contents by the Written Communications Curriculum Committee:

Miss Shirley Cromer
Oak Park High School
825 N. E. 79 Terrace
North Kansas City, MO 64118

Mrs. Sharon Hensley
Area Vocational School
1304 East Tenth Street
Rolla, MO 65401

Mr. Larry Hopen
Northwest High School
5140 Riverview
St. Louis, MO 63120

Mrs. Jane McKinney
R-VIII High School
Licking, MO 65542

Mrs. Mildred Penn
Area Vocational School
905 North Wade
Mexico, MO 65265

Mrs. Hedy Rackers
Area Vocational School
1104 North Providence Road
Columbia, MO 65201

For assistance by the staff of the Instructional Materials Laboratory, University of Missouri-Columbia:

Harley Schlichting, Ph.D., Director
Amon Herd, Associate Director
Phyllis Miller, Editor
Dan Stapleton, Graphic Designer
Kristie Wright, Graphic Layout Specialist
Tamara Begley, Composition Typist
Tamara Green, Composition Typist
Judy Marquardt, Composition Typist

FOREWORD

This publication is intended to be used in a one-semester course on written communications. It may also be used to supplement other courses where written communications skills are included. The materials are designed so that they may be used in either a teacher-directed or an individualized learning situation. Also, each module is a complete unit and may be used independently of the other modules.

There is a need in business offices for people with good written communications skills who can effectively use word processing equipment and for people who can produce typewritten materials from machine or oral dictation. In spite of the fact that students have studied spelling, grammar, punctuation and other written communciations skills throughout their school years, many students who enroll in business courses have not mastered these skills. This publication has been prepared in order to help students review or acquire these very important written communications skills.

Five modules have been developed for this Written Communications Series. These include Module I - Parts of Speech; Module II - The Sentence; Module III - Punctuation, Capitalization and Abbreviations; Module IV - Spelling and Vocabulary; and Module V - Proofreading, Composing and Editing. A synchronized slide/tape has been developed to augment each of these five modules plus an additional slide/tape which introduces the series. Each media package consists of a series of 35mm color slides accompanied by a cassette tape programmed with audible/inaudible pulses to advance the slides.

WRITTEN COMMUNICATIONS
MODULE I - Parts of Speech

TABLE OF CONTENTS

	PAGE
ACKNOWLEDGMENTS	iii
FOREWORD	v
TO HELP YOU USE THIS GUIDE	ix
OBJECTIVES	1
NOTES TO THE TEACHER	3
SUGGESTED ACTIVITIES	5
INFORMATION SHEET	9
ASSIGNMENT SHEETS	
#1: Nouns	19
#2: Pronouns	23
#3: Verbs	25
#4: Adjectives	27
#5: Adverbs	29
#6: Prepositions	31
#7: Conjunctions	33
#8: Interjections	35
ANSWERS TO ASSIGNMENT SHEETS	37
PRETEST	39
POSTTEST I	41
POSTTEST II	43
ANSWERS TO PRETEST	45
ANSWERS TO POSTTESTS I AND II	47

TO HELP YOU USE THIS GUIDE

These materials may be used in either a teacher-directed or in an individualized learning situation. In order to use the guide effectively, instructors should become familiar with the organization and intended use of the materials which are explained below.

MODULES

The guide contains five modules. Each module includes the following components:

1. Objectives. Both general module objectives and specific objectives are listed and stated in measurable terms. Module objectives provide an overall goal for each module. Specific objectives state the specific performance required for the student to meet the module objectives.

2. Notes to the Teacher. These notes provide specific suggestions for the use of each module.

3. Suggested Activities and Instructional Materials. Activities for student and teacher use are suggested. While these activities are designed to be used in an individualized learning situation, they may be modified by the teacher for use with a group of students. A list of materials contained in each module is provided as well as a list of supplementary references.

4. Information Sheets. Information sheets contain essential information and examples. Information on these is correlated with the specific objectives for the module.

5. Assignment Sheets. Several assignment sheets are provided for each module. These should be completed by the student as indicated on the information sheets. An answer key is provided.

6. Slide/Tapes. For each module there is a slide/tape designed to reinforce the material contained in the information sheets. These slide/tapes may be viewed by the individual student or by a group of students.

7. Tests. Each module contains one pretest and two posttests. Specific suggestions for these tests are contained in each module. Answer sheets are provided.

COLOR CODE SYSTEM

Sections of each module are coded by color as indicated in the following key:

White	-	Objectives, notes to the teacher, suggested activities, instructional materials
Green	-	Information sheets
Gray	-	Assignment sheets
Yellow	-	Tests
Pink	-	Answers to assignment sheets and tests

WRITTEN COMMUNICATIONS
MODULE I - Parts of Speech

MODULE OBJECTIVE

After completion of this module, the student should be able to identify the eight parts of speech and be able to detect and correct common errors in usage of these parts of speech.

SPECIFIC OBJECTIVES

More specifically, the student should be able to:

1. Identify nouns; detect and correct errors in noun plurals and possessives.
2. Identify pronouns; detect and correct errors in nominative, objective and possessive case pronoun usage.
3. Identify verbs; detect and correct errors in verb tenses; identify verb phrases; recognize action, condition and state of being verbs.
4. Identify adjectives; identify correct use of degrees of adjective comparison.
5. Identify adverbs; use adverbs correctly.
6. Identify prepositions; detect and correct errors in preposition use.
7. Identify conjunctions; use conjunctions correctly.
8. Identify interjections; use interjections correctly.

WRITTEN COMMUNICATIONS
MODULE I - Parts of Speech

NOTES TO THE TEACHER

The pretest for Module I should be given. If the student achieves 90% or better, advance the student to the next module.

After completion of module assignment sheets, additional materials should be assigned if remedial work is necessary. A list of supplementary materials is included in the reference section.

Suggested grading scale for posttest:

95%	- 100%	A
90%	- 94%	B
80%	- 89%	C

It is recommended that if a student achieves below 80 percent, additional drill work should be completed. (See reference list of suggested materials.)

WRITTEN COMMUNICATIONS
MODULE I - Parts of Speech

SUGGESTED ACTIVITIES

I. Instructor

A. Provide students with objectives sheet.

B. Give pretest.

C. Provide students with information sheets, slide/tape materials and assignment sheets (including supplementary materials, if available).

D. Discuss module and specific objectives.

E. Prepare students to carry out assignment sheets.

F. Evaluate assignment sheets.

G. Give posttest.

II. Student

A. Read objectives sheet.

B. Take pretest. (If 90% or better is achieved, advance to Module II.)

C. View slide/tape presentation for Module I. Have pencil and paper available.

D. Study information sheets.

E. Complete assignment sheets.

F. Take posttest.

INSTRUCTIONAL MATERIALS

I. Included in This Unit

A. Objectives

B. Information sheets

C. Assignment sheets

1. Assignment Sheet #1--Nouns
2. Assignment Sheet #2--Pronouns
3. Assignment Sheet #3--Verbs
4. Assignment Sheet #4--Adjectives
5. Assignment Sheet #5--Adverbs
6. Assignment Sheet #6--Prepositions
7. Assignment Sheet #7--Conjunctions
8. Assignment Sheet #8--Interjections

D. Answers to assignment sheets

E. Module pretest and posttests

F. Answers to tests

II. References

A. Books and Programmed Supplements

1. Aurner, Robert R., and Burtness, Paul S. *Effective English for Business Communication.* 6th ed. Cincinnati: South-Western Publishing Company, 1970.

2. Branchaw, Bernadine P. *English Made Easy.* New York: Gregg Division, McGraw-Hill Book Company, 1979.

3. Brendel, LeRoy A., and Leffingwell, Elsie. *English Usage Drills and Exercises--Programmed for the Typewriter.* 2nd ed. New York: Gregg Division, McGraw-Hill Book Company, 1979.

4. Henderson, Greta L., and Voiles, Price R. *Business English Essentials.* 5th ed. New York: Gregg Division, McGraw-Hill Book Company, 1975.

5. Schachter, Norman, and Clark, Alfred T. *English the Easy Way.* 4th ed. Cincinnati: South-Western Publishing Company, 1977.

6. Stewart, Marie M.; Lanham, Frank W.; Zimmer, Kenneth; Clark, Lyn; and Stead, Bette Ann. *Business English and Communication.* 5th ed. New York: Gregg Division, McGraw-Hill Book Company, 1978.

B. Slide/Tape Presentation

1. *Schoolhouse Rock.* XEP Audio Visual Material, P.O. Box 444, Education Center, Columbus, Ohio 43126. (614-253-0892) Cost: $138.36. (A colorful, motivating series on the eight parts of speech.)

WRITTEN COMMUNICATIONS
MODULE I - Parts of Speech

INFORMATION SHEET

I. Nouns

A. Definition of a noun: A noun is the name of a person, place or thing.

boy - park - job

Nouns are used as subjects and objects in sentences; the form does not change.

Examples: The boy is typing (boy is subject).
Give the letter to the boy (boy is object).

1. Common noun - a general noun, such as girl

2. Proper noun - a specific noun, such as Mary

3. Compound noun - a noun consisting of two or more words, such as personnel manager or editor-in-chief

4. Collective noun - a noun which refers to a group of persons, such as committee, class

B. Noun plurals

1. Most nouns form the plural by adding s to the singular.

desk, desks; pencil, pencils.

2. Singular nouns ending in ch, sh, s, x and z form the plural by adding es.

church, churches; box, boxes

3. Nouns ending in "y," preceded by a vowel--a,e,i,o,u--form the plural by adding s.

key, keys

4. Nouns ending in "y," preceded by a consonant--any letter not a vowel--form the plural by changing y to i and adding es.

secretary - secretaries

(NOTE: This rule does not apply to proper names. All names ending in y form the plural by adding s, such as the two Nancys.)

5. Some nouns form the plural by a vowel change.

   woman, women; foot, feet

6. Figures, symbols, signs and letters (single letters used as words and abbreviations) form the plural by adding apostrophe and s. This is the only time that an apostrophe is used in a plural.

   fourteen 7's; cross your t's

7. The plural of a compound noun is formed on the most important word in the compound.

   personnel managers; mothers-in-law

C. Noun possessives

1. If the noun showing ownership does not end in s, add apostrophe and s.

   man's transcriber; lady's secretary

2. If the noun showing ownership does end in s, add only an apostrophe.

   girls' club; ladies' lounge

3. The possessive of a compound noun is formed on the last word of the compound.

   father-in-law's business; personnel managers' association

4. Joint ownership is shown by placing the apostrophe with the last name in the combination.

   John and Sue's desk (They share one desk.)

5. If a noun precedes a gerund (verb form ending in ing used as a noun, such as, swimming is good exercise), the noun must be possessive.

   Example: What do you think of John's winning the prize?

Complete Assignment Sheet #1; check answers with your instructor.

II. Pronouns

A. Definition of a pronoun: A pronoun is a word that takes the place of a noun.

B. Pronoun cases

Pronouns are divided according to their functions into three groups called cases. The nominative, objective and possessive case pronouns below should be memorized.

SINGULAR

	Nominative	Possessive	Objective
First Person	I	my, mine	me
Second Person	you	you, yours	you
Third Person	he, she, it	his, her, hers, its	him, her, it

PLURAL

First Person	we	our, ours	us
Second Person	you	your, yours	you
Third Person	they	their, theirs	them

RELATIVE OR INTERROGATIVE PRONOUNS

Singular	who	whose	whom
Plural	who	whose	whom

1. Subject of verb - NOMINATIVE CASE

   Example: I filed one copy of the report.

2. Predicate nominatives - NOMINATIVE CASE

   When being verbs (am, are, is, was, were, been, being) are used as main verbs instead of helpers, they are followed by predicate nominatives.

   Example: It was she who made the error.

3. Object of verb - OBJECTIVE CASE

   Example: We ordered the papers and received them on schedule. (Object of verb received)

(Note: The pronoun them is sometimes misused for the adjective those. Use those before a noun; do not precede a noun with them.)

Example: She will take those letters to the post office (not them letters).

Complete Assignment Sheet #2; check answers with your instructor.

III. Verbs

A. Definition of a verb: A verb is a word that expresses an action, a condition or a state of being.

Examples: She types on a regular basis. (action)
She hurt her finger in the mimeograph. (condition)
The legal pad is yellow. (state of being)

B. A verb phrase consists of a main or principal verb plus one or more helping verbs. Helping verbs are also called auxiliary verbs. The last word in a verb phrase is the main verb.

Example: She will find little time for loafing at her desk. (will find is the verb phrase; find is the main verb.

C. Regular verbs form the past and past participle form by adding d or ed to the root form. (walk, walked) Irregular verbs form the past and past participle in a variety of ways, by sometimes changing part of the basic form and by sometimes changing to a completely different word (begin, began, begun; go, went, gone).

1. Helping verbs must be used with the past participle form of verbs.

Example: He has driven his car to the office for years. (has driven--has is the helping verb; driven is past participle.)

2. Do not use helping verbs with past tense forms of the verb.

Example: He drove to work daily. (NOT - He has drove to work daily.)

D. Verb tense indicates time of the action, condition or state of being.

1. Present tense indicates present time, future time and statements that are always true.

   Examples: The receptionist speaks to everyone.
   He walks to the office.

2. Future tense indicates future time and uses the root of the verb plus shall or will.

   Examples: The receptionist will speak to everyone.
   We shall walk daily.

3. Past tense indicates past time.

   Examples: The receptionist spoke to everyone.
   He walked to work.

   (NOTE: Many verb errors are made in connection with subject and predicate agreement. This problem will be pursued in the module on The Sentence.)

   Complete Assignment Sheet #3; check answers with your instructor.

IV. Adjectives

A. Definition of an adjective: An adjective is a word that describes or modifies a noun or pronoun. Words such as attractive, brown and happy are describing adjectives. Words which tell how much or how many, such as large, three or several are limiting adjectives.

   Example: The red typewriter is a large machine.
   (red describes typewriter and large modifies machine.)

B. Degrees of comparison

1. Positive - used when the word the adjective describes is not compared with anything else.

   Example: It is a nice calculator.

2. Comparative - used to express a higher or lower degree than expressed by the positive degree - or to compare TWO things. The comparative degree is formed by adding er to most one-syllable words. More or less is used with adjectives of two or more syllables.

   Examples: The ten-key calculator is a nicer machine than the full-key calculator.

3. Superlative - used to express the highest or lowest degree of THREE or more things. The superlative degree is formed by adding est to most one-syllable words. Most or least is used with adjectives of two or more syllables.

Examples: The ten-key calculator is the nicest of the three machines.
The transcriber is the most popular of all ten machines.

(NOTE: Some adjectives are compared by changing forms completely, such as good, better, best and little, less, least.)

4. Some adjectives cannot be compared. Consider the word round. If an object is round, it is an absolute condition and another object cannot be rounder. Other absolute adjectives include dead, right, full, perfect, etc.

(NOTE: There may be a need to indicate the degree to which a person or thing approaches the full meaning of the absolute adjectives. If so, nearly, more nearly, less nearly or least nearly may be used.)

Examples: Sam's paper is perfect; Sally's is nearly perfect; Don's is the least perfect of all.

Complete Assignment Sheet #4; check answers with your instructor.

V. Adverbs

A. Definition of an adverb: An adverb is a word that describes, explains or limits verbs, adjectives or other adverbs. Adverbs and adjectives follow the same rules for comparison. Adverbs usually answer the question:

WHEN? WHERE? HOW? HOW MUCH OR HOW LITTLE? TO WHAT EXTENT?

Examples of common adverbs are:

always	never	rather	together
away	now	soon	too
here	once	then	very
much	quite	there	well

B. An adverb should be placed as closely as possible to the word it modifies; otherwise, the sentence may not mean what is intended.

Example: Tracy ate three pieces of pie alone. (probably not in solitude, but by himself--Tracy alone ate . . .)

C. In the following pairs of words, the first is the adjective and the second, the adverb.

sure, surely	real, really	good, well
some, somewhat	most, almost	

Examples: That is a sure way to succeed (sure, adjective). You surely know the answer. (surely, adverb modifies verb, know).

D. Avoid double negatives

Scarcely, only, hardly, but, and never are negative. No other negative, such as not, can be used correctly with them.

Example: He could hardly help his condition. (not couldn't hardly)

Complete Assignment Sheet #5; check answers with your instructor.

VI. Preposition

A. Definition of preposition: A preposition is a word that shows the relation between nouns or pronouns and some other word in a sentence. The preposition and the noun or pronoun that follows, together with any modifiers, are called a prepositional phrase.

Common examples of prepositions are:

about	above	after	among	at
before	below	beside	between	by
except	for	from	in	into
like	of	on	over	to
under	upon	until	with	

B. Some words are followed by specific prepositions. These words are used frequently in business correspondence.

1. Agree with a person; agree to a plan

2. Angry with a person; angry at things or conditions

3. Part from a person; part with a thing

4. Discrepancy in one thing; discrepancy between two things.

5. Different from, identical with, retroactive to

C. Some prepositions are commonly misused because they are confused with other prepositions that seem similar but are actually used in different ways.

1. Between is used when referring to two persons, places, or objects; among, when referring to more than two.

2. Beside means by the side of; besides means in addition to.

3. Do not use of after inside or outside. When referring to a period of time, use within, not inside of.

Examples: The desk is just inside the entrance. (not inside of)
Pay your account within ten days. (not inside of)

D. Object of preposition

Example: During their break, the employees arranged a party for her. (object of preposition for)

Complete Assignment Sheet #6; check answers with your instructor.

VII. Conjunctions

A. Definition of a conjunction: A conjunction is a word that connects other words, phrases, clauses or sentences.

B. Types of conjunctions

1. Coordinate conjunctions connect two or more similar elements--such as words, phrases or clauses. The following are coordinate conjunctions:

accordingly	also	and
but	consequently	furthermore
however	likewise	moreover
nevertheless	nor	or
therefore	thus	yet

2. Correlative conjunctions are used in pairs and connect words, phrases or clauses of equal grammatical value. The following are correlative conjunctions:

both.....and
either.....or
not only.....but also
neither.....nor
whether.....or

3. Subordinate conjunctions connect classes of unequal rank or grammatical value. They introduce a subordinate (or dependent) clause. Some of the more common subordinate conjunctions are:

after	although	as
as if	because	before
for	if	in order that
since	till	though
unless	until	when
where	when	while

Complete Assignment Sheet #7; check answers with your instructor.

VIII. Interjections

A. Definition of an interjection: An interjection is a word or phrase used as an exclamation.

B. Examples of interjections are Wow! Ouch! Oh!

Complete Assignment Sheet #8; check answers with your instructor.

WRITTEN COMMUNICATIONS
MODULE I - Parts of Speech

ASSIGNMENT SHEET #1--NOUNS (PART A)

Directions: Complete the following exercise by finding the error in the sentence, underlining it and putting the correct form on the blank. If there is no error, put a C on the line.

1. The Schultzs all work for AT&T. _____

2. The facilitys in the Word Processing Center are becoming obsolete. _____

3. Many businesses failed during recession periods. _____

4. The Swedish Ivy in the reception area looks a bit like the lilys in Cypress Gardens. _____

5. No C.O.D.s will be accepted after March 31. _____

6. Some sister-in-laws work in the same office. _____

7. Be sure to dot your "is." _____

8. In an emergency, you can surely depend on the Johnson's. _____

9. The secretaries typewriter is seldom serviced. _____

10. The answer will be received in three week's time. _____

WRITTEN COMMUNICATIONS
MODULE I - Parts of Speech

ASSIGNMENT SHEET #1--NOUNS (PART B)

Directions: Complete the following exercise by selecting the proper word in parentheses and putting it on the line.

1. Mrs. Smith's (letters, letters') are always well written. _____

2. The (secretary's, secretaries', secretarys, secretaries) desks are cluttered with supplies. _____

3. The latest (journals, journal's) are in the credenza. _____

4. When resigning your position, you should always give two (week's, weeks', weeks) notice. _____

5. All employees are required to use a special (employees, employee's, employees') cafeteria. _____

6. Your carbon copies are full of (smudges, smudgs, smudge's). _____

7. The (boss's, bosses', bosses) wives went to the convention. _____

8. There are many (doctor's, doctors') offices in this building. _____

9. You must use the (customer's, customers') exit. _____

10. I was shocked at (Sally, Sally's) doing so well. _____

WRITTEN COMMUNICATIONS
MODULE 1 - Parts of Speech

ASSIGNMENT SHEET #2--PRONOUNS

Directions: Complete the following exercise by selecting the proper word in parentheses and putting it on the line.

1. Winifred and (I, me) applied for the position. _____
2. (She, Her) and her mother both work in Charleston. _____
3. You and (they, them) ought to form a steno pool. _____
4. Mrs. Perry interviewed Jane and (I, me). _____
5. (We, Us) students must show some job skills. _____
6. I cannot see (he, him) or his cousin in the lobby. _____
7. They treated Angie and (I, me) to lunch. _____
8. (Them, They) are the supplies I need. _____
9. Mr. Smith just buzzed the file clerk and (I, me). _____
10. It was (they, them) who told us of the vacancy. _____
11. Are you and (she, her) entering the typing contest? _____
12. The signal told my friend and (me, I) that the time was up. _____
13. During the interview, the interviewer made the necessary arrangements for (she, her). _____
14. Either (she, her) or Janice will get the position. _____
15. Will the business school conduct the exam for you and (I, me). _____

16. When I arrived, I found (he, him) and his parents waiting in the parking lot. _____

17. (We, Us) Americans are proud of our country. _____

18. The club admitted my friend and (me, I) as members. _____

19. Are you and (they, them) leaving tomorrow? _____

20. By Friday, (we, us) boys will begin the work. _____

WRITTEN COMMUNICATIONS
MODULE I - Parts of Speech

ASSIGNMENT SHEET #3--VERBS (PART A)

Directions: Correct any verb errors in the following sentences by underlining the error and putting the correct form on the line.

1. Most file drawers has closed easily. _____

2. Either Mr. Jones or his personal representative has chose to send the memo. _____

3. She has payed the amount of the invoice. _____

4. They had ridden the subway for a number of years. _____

5. The shop have ran duplicate copies of the announcement. _____

ASSIGNMENT SHEET #3--VERBS (PART B)

Directions: Identify the verb phrases in the sentences below by underlining the complete phrase. Place the main verb on the blank at the right.

1. An executive should keep a current personal file. _____

2. Have you answered all of the necessary questions? _____

3. The staff is recording the information. _____

4. All reports should have been completed by March 1. _____

5. The cooler has been moved to a new area. _____

WRITTEN COMMUNICATIONS
MODULE 1 - Parts of Speech

ASSIGNMENT SHEET #4--ADJECTIVES

Directions: Complete the following exercise by selecting the correct word in parentheses and putting it on the line.

1. Please evaluate (those, them) documents for the vice-president. _____

2. No one has offered to get (those, them) for the office party. _____

3. Have you filed (those, them) application letters? _____

4. The third file drawer is the (emptiest, most nearly empty, most empty) one in the cabinet. _____

5. Which girl is the (most reliable, reliablest) girl on your staff? _____

6. Sally must soon decide which is the (better, best) job for her, typist or sales clerk. _____

7. Of the two records, Mr. Smith thought the second one was the (more valuable, most valuable). _____

8. Bill is the (shorter, shortest) person on the staff at General Motors. _____

9. Springfield is the (larger, largest) of the three cities. _____

10. The payroll figures are (more, more nearly) complete than the other records. _____

WRITTEN COMMUNICATIONS
MODULE I - Parts of Speech

ASSIGNMENT SHEET #5--ADVERBS

Directions: Complete the following exercise by selecting the correct word in parentheses and putting it on the line.

1. The grocer (had, hadn't) scarcely a donut left. _____

2. The sales department works (good, well) together. _____

3. Martin works (careful, carefully) to avoid mistakes. _____

4. Bad news travels (quicker, more quickly) than good news. _____

5. The coffee tastes (bitter, bitterly). _____

6. We were (sure, surely) glad to see Sue return to her job. _____

7. Mr. Teace is (real, really) pleased with the report. _____

8. The material should be spaced (even, evenly) in the report. _____

9. Cindy doesn't (never, ever) take her full break. _____

10. Mrs. Chang (couldn't help, could help) feeling sorry for her daughter. _____

WRITTEN COMMUNICATIONS
MODULE I - Parts of Speech

ASSIGNMENT SHEET #6--PREPOSITIONS

Directions: Complete the following exercise by selecting the correct word in parentheses and putting it on the line.

1. One certificate is different (from, than) the other. _____

2. Who said that Barb is angry (with, at) her boss? _____

3. I will buy the suit (off, from) the sales clerk. _____

4. The salary schedule is identical (with, to) ours. _____

5. The stock was divided (between, among) the stockholders. _____

6. (In back of, Behind) the old factory is a beautiful park. _____

7. The contract calls for the completion of the project (within, inside of) a year. _____

8. The representatives could (of, have) made a decision. _____

9. (Beside, Besides) Mr. Oldham, who else exceeded the quota? _____

10. She would not part (from, with) her husband. _____

WRITTEN COMMUNICATIONS
MODULE I - Parts of Speech

ASSIGNMENT SHEET #7--CONJUNCTIONS

Directions: Identify the types of conjunctions in the following sentences by underlining the conjunction and putting A on the line if it is a coordinate; B, if correlative; and C, if subordinate.

1. Businesses accomplish many things, but they are not all well organized. _____

2. When the drapes are drawn, there is no glare in the office. _____

3. Neither Bob nor I am ready to go to work. _____

4. Mary acted as if she hadn't a problem in the world. _____

5. The decision was made; nevertheless, Molly accepted an apology. _____

6. You may go whenever you wish. _____

7. Terry and Mike are applying for the job. _____

8. He likes to type but feels certain that he would be unable to type all day. _____

9. While you were on break, your message came in. _____

WRITTEN COMMUNICATIONS
MODULE 1 - Parts of Speech

ASSIGNMENT SHEET #8--INTERJECTIONS

Directions: Underline each interjection, and write it on the line.

1. Whew! The company picnic was getting rowdy. _____

2. The letter was sent airmail special delivery! _____

3. The typist caught her finger in the typewriter. Ouch! _____

4. What! I cannot believe she got the job. _____

5. The noon whistle sounded as a symbol of tradition. _____

WRITTEN COMMUNICATIONS
MODULE 1 - Parts of Speech

ANSWERS TO ASSIGNMENT SHEETS

ASSIGNMENT SHEET #1

PART A

1. Schultzes
2. facilities
3. C
4. lilies
5. C.O.D.'s
6. sisters-in-law
7. "1's"
8. Johnsons
9. secretary's
10. weeks'

PART B

1. letters
2. secretaries'
3. journals
4. weeks'
5. employees'
6. smudges
7. bosses'
8. doctors'
9. customers'
10. Sally's

ASSIGNMENT SHEET #2

1. I
2. She
3. they
4. me
5. We
6. him
7. me
8. They
9. me
10. they
11. she
12. me
13. her
14. she
15. me
16. him
17. We
18. me
19. they
20. we

ASSIGNMENT SHEET #3

PART A

1. have closed
2. has chosen
3. paid
4. ok
5. has run

PART B

1. keep
2. answered
3. recording
4. completed
5. moved

ASSIGNMENT SHEET #4

1. those
2. them
3. those
4. most nearly empty
5. most reliable
6. better
7. more valuable
8. shortest
9. largest
10. more nearly

ASSIGNMENT SHEET #5

1. had
2. well
3. carefully
4. more quickly
5. bitter
6. surely
7. really
8. evenly
9. ever
10. couldn't help

ASSIGNMENT SHEET #6

1. from
2. with
3. from
4. with
5. among
6. Behind
7. within
8. have
9. Besides
10. from

ASSIGNMENT SHEET #7

1. A
2. C
3. B
4. C
5. A
6. C
7. A
8. A
9. C

ASSIGNMENT SHEET #8

1. Whew!
2. no interjection
3. Ouch!
4. What!
5. no interjection

WRITTEN COMMUNICATIONS
MODULE 1-- Parts of Speech

PRETEST

I. Identify the part of speech for each underlined word.

The job (1) was advertised in the (2) local paper.
Of course, many applicants were interested in (3)
the position. The company was (4) well known, the
fringe (5) benefits were liberal and (6) the salary
was good (7). Wow (8)! At $12,000 a year, it (9) is surely (10)
the best in the area for a clerical position.

1_____
2_____
3_____
4_____
5_____
6_____
7_____
8_____
9_____
10_____

II. Underline any errors in the following sentences, and put the correction on the line.

1. The girls' club meets every Friday at 7 p.m. _____

2. The secretarys typewriter is serviced on a regular basis. _____

3. No F.O.B.s will be accepted after 4-30-80. _____

4. The answer will be received in one weeks time. _____

5. Bill is the shorter person on the staff of International Business Machines. _____

6. The payroll figures are more complete than the other records. _____

7. No one has offered to get them supplies for the boss. _____

8. Susan must soon decide which is the best job for her--stenographer or typist. _____

9. They had payed the amount of the invoice. _____

10. She is a real fast typist. _____

11. The manager couldn't hardly tell who made the error. _____

12. Her and her mother both work in Columbia. _____

13. They treated Carol and I to lunch. _____

14. Either she or Judith will be chosen. _____

15. They had rode the same bus for years. _____

16. The tips will be divided between Sam, Henry, John David and Sue. _____

17. The group agrees with the plan to install a new computer immediately. _____

18. The account must be paid inside of ten days. _____

19. Neither Bob and I is ready to go to work. _____

20. Super! This is the last sentence. _____

WRITTEN COMMUNICATIONS
MODULE 1 - Parts of Speech

POSTTEST I

I. Identify the part of speech for each underlined word.

Susan Schnell got the (1) job. She (2) had seen (3) it 1____
advertised (4) in the local newspaper. Of course, there 2____
had been (5) several applicants because of the good 3____
salary and fringe benefits offered. (6) Although her 4____
salary is a bit less than the quoted $12,000, it is 5____
(7) certainly one of the best jobs in the area. 6____
(8) Wonderful! The serious (9) approach taken to the study 7____
of business subjects (10) and the time involved paid 8____
high dividends. 9____
10____

II. Underline any errors in the following sentences, and put the correction on the line.

1. The secretary's club meets bi-weekly. 1._____
2. No C.O.D.s will be sent after April 15. 2._____
3. The notice was received in two weeks time. 3._____
4. The typists MT/ST is serviced on a regular basis. 4._____
5. The boss has not offered to get them rolls for the coffee break. 5._____
6. The inventory figures are more correct than the other records. 6._____

7. It is sure possible that the position will be terminated. 7._____

8. Him and his father both work for the company. 8._____

9. They had rode the same subway for years. 9._____

10. The job will be divided between the three secretaries. 10._____

WRITTEN COMMUNICATIONS
MODULE 1 - Parts of Speech

POSTTEST II

I. Underline any errors in the following sentences, and put the correction on the line.

1. Neither Sue and Beatrice got the valued position. 1._____

2. A decision must be made inside of fifteen days. 2._____

3. The group agrees to the plan of scheduled breaks. 3._____

4. They assigned the job to Mrs. Smith and I. 4._____

5. The manager couldn't hardly make the sacrifice. 5._____

6. She is a real fast worker. 6._____

7. Mr. Jones is the shorter person in the entire cafeteria line. 7._____

8. The IDs are required of every employee. 8._____

9. Them agenda items are in the wrong sequence. 9._____

10. Mrs. Sims and me will complete the assignment. 10._____

II. On the line, put the part of speech that correctly identifies the underlined word.

There was a fire(1) in(2) the storeroom. Whew!(3) Millions of(4) dollars of supplies perished(5), and(6) valuable records were destroyed. It(7) is certainly(8) unfortunate that the fire(9) extinguisher could not be located more readily. Additional(10) insurance will be purchased whenever the next premium is due.

1_____
2_____
3_____
4_____
5_____
6_____
7_____
8_____
9_____
10_____

WRITTEN COMMUNICATIONS
MODULE 1 - Parts of Speech

ANSWERS TO PARTS OF SPEECH PRETEST

I.
1. noun
2. adjective (article)
3. preposition
4. verb
5. adjective
6. conjunction
7. adjective
8. interjection
9. pronoun
10. adverb

II.
1. (no errors)
2. secretary's
3. F.O.B.'s
4. week's
5. shortest
6. more nearly
7. those
8. better
9. paid
10. really
11. could
12. She
13. me
14. (no errors)
15. ridden
16. among
17. (no errors)
18. within
19. nor
20. (no errors)

ANSWERS TO PARTS OF SPEECH POSTTEST I

I.
1. noun
2. verb
3. pronoun
4. preposition
5. adjective
6. adverb
7. adverb
8. interjection
9. noun
10. conjunction

II.
1. secretaries'
2. C.O.D.'s
3. weeks'
4. typist's
5. those
6. more nearly
7. surely
8. He
9. ridden
10. among

ANSWERS TO PARTS OF SPEECH POSTTEST II

I.
1. nor
2. within
3. ok
4. me
5. could
6. really
7. shortest
8. I.D.'s
9. Those
10. I

II.
1. noun
2. preposition
3. interjection
4. preposition
5. verb
6. conjunction
7. pronoun
8. adverb
9. adjective
10. adjective